JOURNAL OF SCIENCE TECHNOLOGY AND EDUCATION 14(1), MARCH, 2026
E-ISSN: 3093-0898, PRINT ISSN: 2277-0011; Journal homepage: www.atbufstejoste.com

Self-Efficacy and Emotional Intelligence as Correlates of Academic Performance of Senior Secondary School Students (SS2) in Oredo Local Government Area

Gloria Esiekpe Osagie-Obazee, Florence Toyin Adeyemi
Department of Educational Evaluation and Counselling Psychology
Faculty of Education, University of Benin, Benin City

ABSTRACT
The study examined the relationship between self-efficacy, emotional intelligence and academic performance of public secondary school students (SS 2) in Oredo Local Government Area of Edo State. The population consisted of all Senior Secondary School (SS 2) students. Multi-stage sampling technique was used to select 6 public secondary schools and with purposive sampling, 2 mixed schools, 2 single sex schools (boys) and 2 single sex school (girls) A sample of 510 students was drawn from six public secondary school in Oredo Local Government Area of Edo State. Three instruments were used in obtaining the data for the study. They are: adopted version of Guamer-Erickson and Noonan (2018) Self-Efficacy Scale (SES), adopted version of Kolo (2006) emotional intelligence questionnaire (EIQ) AND BECE results in English and Mathematics which measured academic performance of students. Four hypotheses were tested and result obtained showed no significant relationship between self-efficacy and academic performance of students, a significant relationship between emotional intelligence and academic performance of students, and no significant differences in the relationship between self-efficacy, emotional intelligence and academic performance based on the sex of students. Based on the findings, it was recommended that effort should be made to introduce emotional intelligence to the school curriculum right from the primary school up to the tertiary level. Teachers, parents and counsellors should encourage and support students to develop and improve their self-efficacy. Also, parents and teachers should provide conducive environment for learning in order to help students perform well in their academic pursuit.

ARTICLE INFO
Article History
Received: November, 2025
Received in revised form: December, 2025
Accepted: January, 2026
Published online: March, 2026

KEYWORDS
Self-efficacy, Academic Performance and Emotional Intelligence

INTRODUCTION

Academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. It measures student's learning across various academic subjects, which is assessed by formative and summative assessments. It is the outcome of students' efforts to attain some educational goals. Muhammad and Asma'u (2014) defined academic performance as how well students accomplish the classroom tasks given to them by their teachers, it is the extent at which they cope with their studies in relation to the stipulated aims ad objectives of the school. They further explained that academic performance is usually reflected in learners' ability to be able to communicate the knowledge they have acquired within a given period of time verbally or most of the time, to put it down on paper and measured using test or any other valid instrument.

Hijazi and Naqui (2006) referred to academics' performance as a multidimensional

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

construct composed of skills, attitudes and behaviours of learners that contribute to academic success in the classroom. Calvin and Chumba (2011) referred to academic performance some methods of expressing student's scholastic standing usually in grades, for a course or the average for all the courses. They refer to such performance as average scores gotten from test which could either be termed good, average or poor. Ampofo and Osei-Owusu (2015) opined that academic performance is more likely to be experienced and evidenced when student feel personally validated and believe that their effort matters and can influence or control the prospects of their academic success. Thus, they are inspired with this knowledge to develop a sense of purpose and perceive the school experience as being personal relevant.

Studies in the past have made effort to address factors that affects academic performance. Elliot (2007) opined that factors that influence academic performance and mediate it have been elusive. Amogn seen factors are school management, school community relationship, political and home (Adeyemi & Adeyemi, 2014, Owa, Arop & Agunwa, 2019). Factors that influence academic performance and mediate it have been elusive (Elliot, 2007). Among the various factors are factors which reside in the learner that are directly linked to academic performance. The psychological disposition of the learner affects what he wants to learn, how he cope with educational task given to him from time to time. Some psychological makeup of the learner that could affect his academic performance that is present study seek to examine are self-efficacy and emotional intelligence with the intervening variable of sex.

Self-efficacy is the individual ability to self-perceived confidence to successfully perform a particular task. It explains a person's confidence in his own ability to solve a problem (Aituariagbon & Osagie-Obazee, 2017). Self-efficacy is commonly regarded as belief in one's capacities to achieve a goal, students with a strong sense of efficacy are more likely to challenge themselves with difficult task and be intrinsically, motivated.

In the view of Akomolafe, Ogunmakin, and Fasooto (2018). Academic efficacy describes the personal judgements of a student's capability to organize and execute courses of action to attain designated types of educational performance. Academic self-efficacy can be high, low or non-existing. Self-efficacy at high level creates a feeling of calmness or serenity when approach with difficult academic tasks. Students who are confident in their capability and are able to execute a problem-solving technique are demonstrating high level of self-efficacy. Students with high self-efficacy tend to take a wider view of a task in order to determine the best plan, and are more likely to exert efforts toward accomplishing academic tasks and persist when faced with difficulty. Students with low self-efficacy are more likely to doubt their capability, put in less efforts and give up quickly when they encounter obstacles and difficulties (Akomolafe, 2010).

Emotional intelligence is the art of handling emotionally charged situation, the ability to stay focused under or within conflict, handle criticism, diffuse anger and manage other forms of confrontation that make or break one in life. Singh (2003), defines "emotional intelligence as a way of recognizing, understanding and choosing how we think, feel and act. Poornima (2018), defined emotional intelligence as "knowing what feels good, what feels bad and how to get from bad to good". It shapes our interaction with others and our understanding of ourselves. Emotional intelligence defines how and what we learn, it allows us to set priorities and it determines our day to day actions. It is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope (Singh. 2006). Ogunlade, Ogundokun and Ayorinde (2014) posited that emotional intelligence is "emotional thought creativity derived skilled based". It describes the ability to organizes emotion driven perception, intuition, creativity and thought processes plus the ability to express such emotional laden behaviour.

Emotional intelligence is associated with success at school because social and emotional skills have been found to create higher

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

educational performance. Students who have confident capability and are able to execute a problem-solving technique are calm when approaching difficult academic tasks and tend to take a wider view of a task in order to determine the best outcome. Sukumah (2013) conducted a study on relationship between self-efficacy and academic performance in the context of gender among Albanian students. Result shows that significant relationship exists between student's self-efficacy and academic performance. Goulao (2014) findings also revealed that significant relationship exists between self-efficacy and academic achievement.

Ugoji (2013) reported a significant relationship between self-efficacy and academic achievement. Baji (2019) examined gender difference in academic self-efficacy and achievement of public senior secondary school student in Niger State, Nigeria with a sample of 435 students. The finding of the study indicated a no significant difference in academic self-efficacy between male and female students. Gor, Othuon and Migunde (2020) investigated gender difference in the relationship between self-efficacy and performance in science among secondary school students in Migori Kenya with sample size 327 students. Findings indicated boys recorded a high score in self-efficacy than girls.

Ferrer (2011) conducted a study on the influence of emotional intelligence. On self-concept among university students of Almeria Spain, and Rahimi (2016) concluded –that emotional intelligence is essential in building self-concept in Iran, conducted a study on the relationship between emotional intelligence and self-esteem on academic achieving, Raahimi (2016) findings shows that emotional intelligence of students had no effect on their academic achievement but there is a significant relationship between emotional intelligence and academic performance. Muhammad and Asma'u (2014) conducted a study on the relationship between emotional intelligence and self-concept on academic performance of senior secondary school students in Sokoto. Findings revealed a significant relationship between emotional intelligence and academic performance of students. But the work of Kolo (2006) on the relationship between emotional intelligence and academic performance of secondary schools in Niger State, Indicated a no significant relationship between emotional intelligence and academic performance of secondary school students in Niger state.

Students approach towards learning will determine their performance. Students with high ability skills will stand out in his performance and build essential life skills needed for survival. Ajmal, Javed and Javed (2019) investigated gender difference in emotional intelligence among medical students in Mshter medical college with the sample of 500 students. The result revealed a significant difference between male and female emotional intelligence. Aituariagbon and Osagie-Obazee (2017) conducted research on the relationship between non-cognitive variables, motivation and self-efficacy of economics students' achievement in Edo State. Findings indicated that there is relationship between self-efficacy and students' achievement in economics.

A careful look of literature disclosed that there are different views, opinions, findings and theoretical bases as it concerns the relationship between self-efficacy, emotional intelligence and academic performance of students. Some studies have showed significant relationship/influence/ effect, others indicated contrary result. This contradiction in the literature has made if quite difficult to pass value judgement since most of these were carried out in different parts of the world. There is paucity, scarcity and limited literature on the subject matter of Oredo Local Government Area of Edo State. It is against this background that this study is set out to find out the relationship between self-efficacy and emotional intelligence and academic performance of secondary school students in Oredo Local Government Area of Edo State.

Purpose of the Study

The purpose of the study is to find out the relationship between self-efficacy and emotional intelligence and academic performance of senior secondary school students in Oredo Local Government Area. And to determine if

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

differences exist in the relationship between self-efficacy, emotional intelligence and academic performance of senior secondary school students in Oredo.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There will be no significant relationship between self-efficacy and academic performance of senior secondary school students in Oredo Local Government Area of Edo State.
2. There will be to significant relationship between emotional intelligence and academic performance of senior secondary school students in Oredo Local Government Area of Edo State.
3. There is no significant differences in the relationship between self-efficacy and academic performance of senior secondary school students based on sex.
4. There is no significant differences in the relationship between emotional intelligence and academic performance of senior secondary school students based on sex.

METHODOLOGY

This study employed the correlational research design in assessing the relationship between self-efficacy, emotional intelligence and academic performance of secondary school students in Oredo Local Government Area: Correlational study is concerned with determining the degrees of correlation between two or more variables for the purpose of making explanatory inferences.

The population of this study is all Senior Secondary Schools (SSS2) students in public schools in Oredo Local Government Area of Edo State. The total number of the public secondary schools in the area is 13, with a total population of 3441 students (Ministry of Education, Benin City, 2025). The multistage sampling techniques was employed in selecting the schools. Stage 1, 6 senior secondary schools was selected, stage 2, with a purposive sampling technique was used to select 2 mixed (boys and girls), 2 single sex (boys) and 2 single sex (girls), stage 3, with simple random sampling 85 students each were selected from the 6 schools make a total of 510 students.

In carrying out this study, two adapted instruments entitled Questionnaire on Self-Efficacy and Emotional Intelligence and Student Academic Achievement (QSESAA) and a proforma designed to collect examination scores of respondents. The first instrument QSESAA was a combination of different questionnaire combined together as one and was used to collect data from students while the second instrument was a record of academic achievement of the students for the 2024/2025 academic session. Section A of questionnaire gathered demographic information about the respondents, Section B consisted of 10 items extracted from Self-efficacy scale (SES) adapted from Gaumer and Nooman (2018).

Section C consisted of 10 items extracted from Emotional Intelligence Questionnaire (EIQ) adapted from Kolo (2006) while Section D consisted of 10 items extracted from Mathematics Learning Strategic Style developed by Osarunwense (2015). The instrument was validated by experts in Department of Educational Evaluation and Counselling Psychology, University of Benin. In order to determine the reliability of the instrument, the Cronbach alpha method of determining internal consistency reliability was adopted and it gave an index of 0.71 for self-efficacy scale and 0.82 for Emotional Intelligent Questionnaire. The score of SES and EIQ was done on a 5 point likert scale Hypothesis 1 and 2 tested using the Pearson Product Moment Correlation Statistics while Fisher Z transformation Statistics was used test hypotheses 3 and 4. All hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis I

There will be no significant relationship between self-efficacy and academic performance of senior secondary school students in Oredo Local Government Area of Edo State.

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

JOURNAL OF SCIENCE TECHNOLOGY AND EDUCATION 14(1), MARCH, 2026
E-ISSN: 3093-0898, PRINT ISSN: 2277-0011; Journal homepage: www.atbufstejoste.com

Table I: Pearson r Showing Relationship between Self-Efficacy and Academic Performance of Secondary School Students in Oredo Local Government Area

Variables	N	Mean	Std Deviation	r-value	p-level
Self-efficacy	510	38.52	5.08		
				.091	.089
Academic performance	510	41.36	6.52		

Table 1, shows an r-value of .091 against the p-value of 0.89. thus the hypothesis that states that there is no significant relationship between self-efficacy and academic performance of secondary school students in Oredo Local Government Area is accepted. This indicates that self-efficacy has no significant relationship with academic performance of secondary school students in Oredo Local Government Area.

Hypothesis II

There will be no significant relationship between emotional intelligence and academic performance of serious secondary school students in Oredo Local government area of Edo State.

Table II: Pearson 'r' showing relationship between Emotional Intelligence and Academic Performance on Secondary School Students in Oredo Local Government Area

Variables	N	Mean	Std Deviation	r-value	p-level
Emotional Intelligence	510	29.52	4.07		
Academic performance	510	39.36	5.53	0.878	.000

The analysis result showed that there is a significant relationship between emotional intelligence and academic performance of students in Oredo Local Government Area (r = 0.878) and significant value (0.000) at p< .05. This result indicate that p-value is less than the critical alpha level (.050), therefore the hypothesis that states that there will be no significant relationship between emotional intelligence and academic performance of students is rejected.

Hypothesis III

There is no significant difference in relationship between self-efficacy and academic performance of secondary school students of Oredo Local Government Area based on sex

Table 3: Fisher's Z of Self-efficacy and Academic Performance

Variables	N	Mean	Std Deviation	r-value	p-level
Male	290	.415	0.448	-0.79	-1.96
Female	220	.493	0.536		

a = .05

Table 3 shows a calculated Z value of -0.79 and a table value of -1.96, testing at an alpha level of .05. The null hypothesis which states that there is no significant difference in relationship between self-efficacy and academic performance based on sex of students is retained.

Hypothesis IV

There is no significant difference in relationship between emotional intelligence and academic performance of students in Oredo Local Government Area based on Sex.

Table 4: Fisher's Z of emotional intelligence and academic performance

Sex	N	Mean	Std Deviation	r-value	p-level
Male	.550	.618	.618	-39	-1.96
Academic performance	220	.579	.663		

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

JOURNAL OF SCIENCE TECHNOLOGY AND EDUCATION 14(1), MARCH, 2026
E-ISSN: 3093-0898, PRINT ISSN: 2277-0011; Journal homepage: www.atbufstejoste.com

Table 4 shows a calculated Z values of -0.39 and a table value of -1.96. testing at an alpha level of .05, the null hypothesis which states there is no significant difference in relationship between emotional intelligence and academic performance based on sex of students is retained.

DISCUSSION OF FINDINGS

The result in hypothesis I revealed that there is no significant relationship between self-efficacy and academic performance of secondary school students in Oredo Local Government Area of Edo State. The study showed that students' academic performance does not significantly relate with self-efficacy although self-efficacy is an explanatory variable of academic performance, other variables such as closure of schools resulting from government policy, home-school distance, high student teacher ratio, lack of supervision, lack of required textbooks, poor content of instruction, non-conductive environment both at home and school, and poor study habit contribute contributes to students' academic performance and attainment of educational goals.

This is in contrast with Sukullah (2013), Govlao (2014) and Aituariagbon and Osaige-Obazee (2017) that concluded that significant relationship exists between self-efficacy and academic performance. Students with low or non-existing self-efficacy can perform well academically since academic performance should be viewed holistically as a multidimensional construct composed of skills, attitudes and behaviours of learner.

Hypothesis II: The finding indicated a significant relationship between emotional intelligence and academic performance of secondary school students in Oredo Local Government Area in Edo State, emotional intelligence is associated with success of school because, it has been found to create higher educational performance. This study is in line with results of Ferrer (2011) and Muhammed and Asma'u (2014) which concluded that there is a significant relationship between, emotional intelligence and academic performance of students. A child's emotional state of school influence his selective attention, recall, event interpretation, decision making and problem solving which in turn affect his academic performance. However, the finding of this study is in contrast with the conclusion of Kolo (2006) who found no significant relationship between emotional intelligence and academic performance among secondary school students in Niger State.

Hypothesis III: The finding indicated that there is no significant different in the relationship between self-efficacy and academic performance of students based on sex (male or female). Thus, self-efficacy of students' and sex has no significant role to play on students' academic performance in Oredo Local Government. Academic performance among students can be influenced by complex and diverse factors other than sex. This study is in line with the conclusion of Baji (2019) that sex has no significant role to play in the performance of students.

Hypothesis (IV): The finding indicated that there is no significant difference in the relationship between emotional intelligence and academic performance of students in Oredo Local Government Area of Edo State base on sex. Thus, sex has no influence in the relationship between emotional intelligence and academic performance of students in Oredo Local Government Area. Sex does not directly impact on emotional intelligence of students. Students who have confident capability and are able to executive problem-solving techniques are able to perform excellently well in academic irrespective of sex. This study is in contrast with that of Ajmal, Javed and Javed (2017) that indicate significant difference between male and female score in emotional intelligence.

CONCLUSION

The study revealed that emotional intelligence is significantly related with academic performance of secondary school students in Oredo Local Government Area of Edo State. Self-efficacy an explanation variable in academic performance of students has no significant relationship to the academic performance of students in Oredo Local Government Area of Edo

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

State, sex of students does not affect the relationship of self-efficacy and emotional intelligence of students with their academic performance. A high emotional intelligence will lead to success at school, emotional skills have been found to create higher educational performance.

RECOMMENDATIONS

1. Emotional intelligence is seen to be very important to academic performance of students. There is the need to introduce the teaching of emotional intelligence to the school curriculum right from the primary school up to the tertiary institutions.
2. Pupils and students should, be encouraged to understand their emotions and how to interact with others within and outside the school environment.
3. Teachers and parents should help encourage students in the academic pursuit by providing conductive environment suitable for learning and provide necessary support such as required textbooks, good content of instruction and good constructive stimulation that will help students perform well in their academic.
4. School counsellors should develop appropriate counselling intervention applicable in enhance students' academic performance.

REFERENCES

Adeyemi, A.M. & Adeyemi, S.B. (2014). Personal factors as predictors of students' academic achievement in colleges of education in south west Nigeria. *Educational Research Review*, 9 (4), 97-109.

Aituariagbon, K. E. &Osagie-Obazee, G.E. (2017). Non-cognitive variables, Motivation and self-efficacy as correlates of economics students' achievement in Edo State, Nigeria, *Journal of Educational Evaluation and Counselling Psychology*, 1 (1) 96-105.

Ajmal, S. Javed, S. & Javed, H. (2017). Gender differences in emotional intelligence among medical students. *International Journal of Business and Social Science*, 8 (3), 193-207

Akomolafe, M.J. (2010). Measured influence of self-efficacy and gender on secondary school student's academic performance in Ondo State, Nigeria Educational Thought, 7 (1), 1-13.

Akomolafe, M.J.; Ogunmakin, A.O. & Fasooto, G.M. (2018). The role of academic self-efficacy, academic-self-concept and academic motivation in predicting secondary school students' academic performance, *Journal of Educational and Social Research,* 3 (12) 335-342.

Ampofo, E. T. &Osei-Owusu, B. (2019). Students academic performance as mediated by students' academic performance as medicated by students' academic ambition and effort in the public senior high schools in Ashanti Mampong Municipality of Ghana. *Journal of Academic Research Reflection* 3 (5) 19-35.

Baji, M.I. (2019). Analysis of gender difference in academic self-efficacy and academic achievement among senior secondary school students in Niger Sate. *International Journal of Social Science*, 5 (3) 659-675.

Calvin, S.U. &Chaunba, M.J. (2011). Role of emotional intelligence in academic performance of deviant behaviour at school: http//jobfunctionsbnet.com/ abstract.aspx?olecid.

Elliots, A. (2007). A conceptual history of the achievement goal construct. In a Elliot & C. Dueeck (Eds), Handbook of Competence and Motivation New York. Guilford Press.

Ferrer, S. (2011). Influence of emotional intelligence in self-concept. *International Journal of Learning and Development*, 2 (1) 19-35.

Gaumer-Erickson, A.S. & Noonan, P.M. (2018). Self-efficacy formative questionnaire.

Corresponding author: Gloria Esiekpe Osagie-Obazee
✉ *glorymas70@gmail.com*
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved

In the skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom. Thousand Oaks, C. & Crowing.

Gor, P.O. Othuon & Migunde, G. (2020). Gender difference in relationship between self-efficacy and performance in science among secondary school students in Migori Kanya. *Journal of Education and Human Studies*, 1 (2), 154-164.

Gouloro, M.F. (2014). The relationship between self-efficacy and academic achievement in adult learners. *Athens Journal of Education,* 1 (3) 12-20.

Hijazi, S.T. & Naqvi, S. M.M. R (2006). Factors affecting students' performance: A case of private colleges'. *Bangladesh E-Journal of Sociology*, 3 (1), 65-99.

Kolo, E.N. (2006). Relationship between emotional intelligence and academic performance of secondary school students in Niger State, Nigeria Unpublished Masters project, University of Ilorin.

Muhammad, W. H. & Asma'u M.B. (2014). Emotional intelligence, self-concept and academic performance of senior secondary school students in Sokoto Metropolis. *The Counsellor*, 33 (2) 19-29.

Ogunlade, O.O., Ogundokun, M. &Ayorinde, S.O. (2014). Emotional intelligence and Marital Communication as determinants of family well-being among young couples in Ibadan. In perspectives in Guidance and Counselling Adegoke, A. A. & Aluede O. (Eds). Justice-Jeco Printing and Publishing Global.

Osarunwense, J.H. (2015). Construction, validation and standardization of mathematics learning strategies scales for secondary school students. An unpublished doctorial thesis submitted to the school of postgraduate studies, University of Benin.

Owan, V.J. Arop, F.O. & Agunwa, J.N. (2019). Path analysis of innovative management practices and secondary school system effectiveness in Cross River State, Nigeria. *British Journal of Education*, 7(3) , 58-68.

Poornima, R. (2018). Emotional intelligence occupational stress and job satisfaction of special education teacher, New Delhi. Tilak Wasan Discovery Publishing House.

Rahimi, M. (2016). The relationship between emotional intelligence, self-esteem gender and educational success. *Journal of Management Science*, 6 (7), 481-486.

Singh, D. (2006). Emotional intelligence at work: A professional guide, 3rd ed. Response Books. New Delhi Sage Publications.

Sukullah, R. (2013). The relationship between self-efficacy and academic performance in the context of gender among Albanian students. *European Academic Research,* 1 (4) 20-31.

Ugboji, F.N. (2013). Family closeness, social physique anxiety and sexual coercion as determinants of academic self-efficacy among female undergraduate students in a Nigerian University. *International Journal of Applied Psychology,* 3 (2), 25-30.

Corresponding author: Gloria Esiekpe Osagie-Obazee
glorymas70@gmail.com
Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.
© 2026. Faculty of Technology Education. ATBU Bauchi. All rights reserved